

Student \_\_\_\_\_

SUNY Orange Education Department  
Monthly Field Evaluation

Month \_\_\_\_\_

PROFESSIONALISM	PROFICIENT: 9 - 10 (90% - 100% of the time)	EMERGING: 7 - 8 (70% - 80% of the time)	NEEDS IMPROVEMENT: 5 - 6 (50% - 60% of the time)	Not Applicable at this time	SCORE
<b>Punctuality</b>	Consistently arrives on time and leaves on time.	Usually arrives on time but may leave early.	Often arrives late and/or leaves early.		
<b>Attendance</b>	Consistently attends site as agreed upon.	Sometimes attends site as agreed upon.	Rarely or never attends site as agreed upon.		
<b>Dress</b>	Attire is neat, clean, modest and safe. Attire is appropriate for setting/activity.	Attire is sometimes neat, clean, modest and safe. Attire is sometimes appropriate for setting/activity.	Attire is rarely neat, clean, modest and safe. Attire is rarely appropriate for setting/activity.		
<b>Rules &amp; Procedures</b>	Consistently follows all rules and procedures of site.	Sometimes follows rules and procedures of site.	Rarely follows rules and procedures of site.		
<b>INTERACTIONS WITH STUDENTS</b>					
<b>Initiative</b>	Consistently assists Teacher and/or children without being directed.	Sometimes assists Teacher and/or children without being directed.	Rarely or never assists Teacher and/or children without being directed.		
<b>Assists with Routines</b>	Consistently assists Teacher with routines such as helping set up, clean up, helping children transition from one activity to the next, helping children with outdoor clothing, distributing materials as appropriate.	Sometimes assists Teacher with routines such as helping set up, clean up, helping children transition from one activity to the next, helping children with outdoor clothing, distributing materials as appropriate.	Rarely assists Teacher with routines such as helping set up, clean up, helping children transition from one activity to the next, helping children with outdoor clothing, distributing materials as appropriate.		
<b>Physical Proximity to Children</b>	Consistently stands/sits/walks with/near children as appropriate for the activity.	Sometimes stands/sits/walks with/near children as appropriate for the activity.	Rarely stands/sits/walks with/near children as appropriate for the activity.		
<b>Circulates Amongst Children</b>	Consistently circulates amongst children during play/classroom activities.	Sometimes circulates amongst children during play/classroom activities.	Rarely circulates amongst children during play/classroom activities.		

Cooperating Teacher \_\_\_\_\_

Student \_\_\_\_\_

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INTERACTIONS WITH STUDENTS( cont.)	PROFICIENT: 9 - 10 (90% - 100% of the time)	EMERGING: 7 - 8 (70% - 80% of the time)	NEEDS IMPROVEMENT: 5 - 6 (50% - 60% of the time)	Not Applicable at this time	SCORE
<b>Positive Facial Expressions</b>	Consistently displays positive facial expressions such as smiling, establishing and maintaining eye contact and/or animated facial expressions when talking/reading to children in both small and large groups.	Sometimes displays positive facial expressions such as smiling, establishing and maintaining eye contact and/or animated facial expressions when talking/reading to children in small and/or large groups.	Rarely displays positive facial expressions such as smiling, establishing and maintaining eye contact and/or animated facial expressions when talking/reading to children in small and/or large groups.		
<b>Use of Positive Guidance Strategies</b>	Consistently uses positive guidance strategies appropriately when assisting children in following classroom expectations. For example, giving reminders and redirecting children.	Sometimes uses positive guidance strategies appropriately when assisting children in following classroom expectations. For example, giving reminders and redirecting children.	Rarely uses positive guidance strategies appropriately when assisting children in following classroom expectations. For example, giving reminders and redirecting children.		
<b>PLANNING</b>					
<b>Communication</b>	Consistently discusses weekly course requirements & assignments with Cooperating Teacher.	Sometimes discusses weekly course requirements & assignments with Cooperating Teacher.	Rarely or never discusses weekly course requirements & assignments with Cooperating Teacher.		
<b>Written Plans</b>	Consistently shows Cooperating Teacher written plans at least one day before plan is to be carried out.	Sometimes shows Cooperating Teacher written plans at least one day before plan is to be carried out.	Rarely or never shows Cooperating Teacher written plans at least one day before plan is to be carried out.		
<b>Skills</b>	Plans consistently show knowledge of child development and learning.	Plans sometimes show knowledge of child development and learning.	Plans rarely show knowledge of child development and learning.		
<b>Appropriateness</b>	Plans consistently show knowledge of individual appropriateness.	Plans sometimes show knowledge of individual appropriateness.	Plans rarely show knowledge of individual appropriateness.		
<b>Displays Growth</b>	Consistently listens to feedback from Cooperating Teacher and applies suggestions to future experiences.	Sometimes listens to feedback from Cooperating Teacher and applies suggestions to future experiences.	Rarely listens to feedback from Cooperating Teacher and applies suggestions to future experiences.		

Cooperating Teacher \_\_\_\_\_